

CHAPTER I

INTRODUCTION

This chapter presents the general issues related to the present study. These include the background of the study, research questions, purpose of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the Study

To become an invaluable individual in the 21st century, students are now encouraged to acquire hard and soft skills. According to Vogleret et al. (2018), professional skills and cognitive understanding are examples of hard skills. On the other hand, students need to develop soft skills, including problem-solving, critical thinking, communication, teamwork, collaboration, creativity, and innovation (Casner-Lotto & Barrington, 2006; Septikasari & Frasandy, 2018; Trilling & Fadel, 2009). Furthermore, Maros et al. (2021) argued that students are given the opportunity to be professionals and adaptable enough to solve challenges in the real world of today's society. Therefore, they should acquire information, media, and technology skills (Trilling & Fadel, 2009). In accordance with that, learning methods that guarantee students possess 21st-century skills are crucial.

The teaching process continues to see a paradigm change from the old method of teaching and learning to a more active one in today's dynamic environment. According to Wang (2022), teachers are the primary source of knowledge for students in the traditional learning approach. Traditional classrooms have teachers acting as the class controllers and strict rules that students must follow to provide a positive learning environment. Traditional methods of learning also make students into testing machines and put them under pressure (Pires, 2019). In order to change this situation, it is suggested that students are provided with the opportunity to participate in real problem-solving and knowledge construction in an authentic professional context.

According to certain studies, various teaching approaches have been developed since the discovery of different learning theories. These approaches can be used to enhance or improve on the traditional teaching approach (Bakare & Orji, 2019; Olelewe et al., 2020; Orji, 2015; Orji & Ogbuanya, 2018; Rebecca et al., 2019; Tafakur et al., 2023). Taneja et al. (2018) argued that students were inspired to participate in class activities using non-traditional teaching approaches, stimulating their creativity and curiosity. These teaching strategies mainly emphasize student participation and independent work. Students progressively transition from passive methods of learning (such as interpretation and explanation) to more active methods of learning and, in doing so, become more or less independent teachers (Hudáková & Papcunová, 2019). One of the innovative instructional methods to achieve these good opportunities is project-based learning (PjBL).

Project-based learning is an instructional approach involving collaboration between teachers and students to address problems from the real world that are inspired by an underlying topic (Harris, 2014; Thomas, 2000). Harris (2014) also argues that this technique commonly uses technology for project research and the presentation of project outcomes. Moreover, PjBL improves the standard of instruction and promotes higher-order cognitive growth by having students work on complicated issues. PjBL instructs students in complex processes and techniques like organizing and communicating (Zulaeha & Marpaung, 2020). As an approach, according to Buck Institute of Education (2019), project-based learning has four primary stages, namely: 1) launching projects; 2) building knowledge, understanding, and skills; 3) developing and critiquing products; and 4) presenting products.

Numerous studies have been conducted on implementing project-based learning in the classroom. Zulaeha and Marpaung (2020) and Susanti et al. (2020) conducted their research using quantitative design in junior high school. They discovered that using project-based learning in teaching writing effectively improves students' scores and activeness in learning English. Moreover, Abkarry (2022) found that the teacher's implementation of project-based language learning (PBLL) has the potential to develop students' language skills and character building that is in line with 4C's skills. The finding from a study conducted by Putri (2023)

in senior high school was that PjBL successfully implemented teaching and learning narrative text.

Studies related to implementing project-based learning are mainly conducted in junior high schools (Zulaeha & Marpaung, 2020; Susanti et al., 2020). A study arranged by Putri (2023) was conducted in senior high school. However, Putri (2023) needed to investigate students' perceptions of implementing PjBL. Therefore, this study was conducted to fill the gap in this research area.

1.2 Research Question

The research has been conducted to discover the answer of following questions:

1. How is the implementation of PjBL in teaching hortatory exposition text?
2. How do high school students perceive the implementation of PjBL in learning hortatory exposition text?

1.3 Purpose of the Study

Based on the research question, this study aimed to explore and analyze the implementation of PjBL in hortatory exposition text lessons. In addition, this research aimed to discover students' perceptions toward implementing PjBL in learning hortatory exposition text.

1.4 Scope of the Study

This study focused on implementing PjBL in hortatory exposition text lessons. To measure the effectiveness of PjBL, the researcher documented students' hortatory exposition texts and students' perceptions through an interview. The observation was conducted to discover students' activities during the learning process using PjBL.

1.5 Significance of the Study

This research has several significant theoretical, practical, and professional advantages. It is described as follows.

First, theoretical advantages. The research findings can be used as a contribution to the research about implementing project-based learning in teaching exposition text.

Second, practical advantages. The research findings will benefit teachers, students, and readers who are interested in teaching and learning exposition texts.

Third, professional advantages. The research problem can help teachers improve teaching quality, foster collaborative learning, and create exciting language learning.

1.6 Clarification of Key Terms

Some terms in this research need to be clarified. The definitions are as follows:

- Project-based learning is described as an instructional strategy where students work on a project for a long time, which requires them to solve a challenging question or come up with a real-world solution. As a result, students acquire an in-depth understanding of the subject. They showcase their expertise and abilities by creating a presentation or public product for a legitimate audience (Black & Brown, 2021). Furthermore, PjBL is beneficial in establishing an engaging learning environment that closely aligns with students' current learning preferences, encourages the development of skills necessary for college and the workplace, and increases academic performance for students (Buck Institute for Education, 2021).
- The phrase "21st-century skills" refers to a broad range of abilities, work habits, and character traits considered vitally important for success in today's world, especially in college programs and modern careers and workplaces (The Glossary of Education Reform, 2022). These include educators, school reformers, college professors, employers, and others. Students can generally use 21st-century skills throughout their lives in all academic subject areas and all educational, professional, and civic contexts.

- Hortatory exposition texts' primary objective is to persuade the audience to agree with the case by logically demonstrating the information (Derewianka, 1990; Hartono, 2005).

1.7 Organization of the Paper

This paper was organized into three chapters. Each chapter has subtopics that help the reader clarify and give details on the information the writer inputs into this research. The paper of this study was organized as follows:

Chapter I Introduction

This chapter provides the information on background of the research, research question, purpose of the research, significance of the research, limitation, clarification of key terms, and organization of paper.

Chapter II Theoretical Framework

This chapter consists of theoretical foundation; this part elaborates in detail theories which are relevant to the research.

Chapter III Research Methodology

This chapter discusses the methodology that was used in conducting this research. It consists of research design, participants and site, data collection technique, and data analysis procedure.

Chapter IV Findings and Discussions

This chapter presents the results of the data analysis and the discussion of it.

Chapter V Conclusions and Suggestions

This chapter provides the conclusions and suggestions of the research for improving the implementation of Project-based learning and for further research.

1.8 Concluding Remarks

This chapter presents the underlying principles of the study, covering background, research questions, the study's purpose, the study's scope, the study's significance, the study's limitations, clarification of key terms, and the organization of the paper. The next chapter will elaborate on the literature relevant to this study.